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Perspectives 1985-1986

New York Law School

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Perspectives

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NYLS

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New York Law School has a long and impressive tradition that dates from its founding in 1891 by adherents of Theodore Dwight, a leading figure in American legal education. But in many ways it is a young school. At New York Law School a special vitality springs from the intensive involvement of its faculty, the serious and mutually supportive outlook of its students, and close ties to an enriching environment.

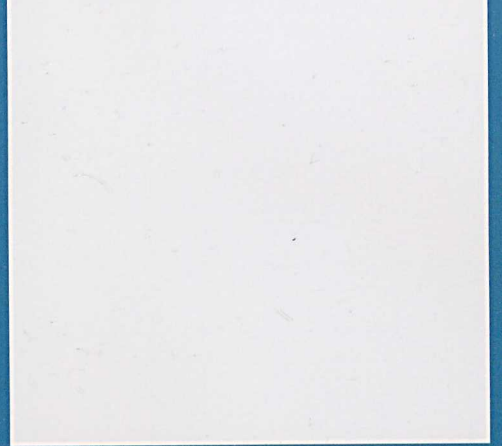
Enrollment, faculty, and curriculum have grown dramatically in the last decade. The Law School has added many outstanding professors who have superb academic backgrounds and impressive practical experience that enrich their teaching and scholarship. The curriculum has become highly diverse, with approximately 130 courses, and it presents opportunities for various modes of learning, ranging from philosophical analysis to hands-on clinical experience.

The Law School is within walking distance of the largest concentration of municipal, state, and federal courts and agencies in the country, as well as international law firms and banks, and major securities and commodities exchanges — many of which have been resources for the School's research, internships, clinics, and employment.

The student body is drawn from one of the largest law school applicant pools in the country. There is a stimulating mix of outstanding recent college graduates and new and mid-career professionals with a wide range of interests found only in a world capital like New York.

On the following pages, a sampling of faculty, students, and graduates provide their individual perspectives on New York Law School. A profile of the School's "special campus" of downtown Manhattan begins on page 37.

Faculty Perspectives



J.D., B.A., University of Michigan. Consultant, American Bar Association Standing Committee on Association Standards for Criminal Justice. Specializations in Criminal Law and Procedure, and Comparative Law.



In recent decades there has been a revolution in the administration of criminal justice, centered in the Supreme Court's steady delineation of constitutional rights. The American Bar Association responded creatively by developing a new edition of the Standards for Criminal Justice. These Standards have set patterns for new legislation and court rules, and they are frequently cited in judicial opinions and used as resources in law school curricula. I was fortunate to be chairperson of the ABA Standing Committee for five years during the preparation of new standards on procedures governing mentally disabled persons in the criminal justice system. The experience has been an invaluable resource for my teaching, particularly in criminal procedure, sentencing and corrections law, and mental health law.

"The Standards Committee, to which I am now a consultant, felt the need for a comprehensive coverage of the broad issues evident in mental health

law. Our society can deprive persons of liberty essentially in two ways: through criminal convictions and through commitments to mental health facilities for reasons of mental illness. It is startling to realize that – if we do include patients who voluntarily commit themselves – there are perhaps as many people in mental institutions as there are in prisons and juvenile institutions.

"The ABA convened five interdisciplinary task forces composed of 85 nationally recognized law and mental health professionals, including psychiatrists, psychologists, psychiatric nurses, mental health administrators, prosecutors, defense attorneys, judges, and professors of law and psychiatry. The ABA House of Delegates approved the final Standards draft in 1984. These new Mental Health Standards, like the other Criminal Justice Standards, will provide important guidance for law reform as well as the practice and study of law.

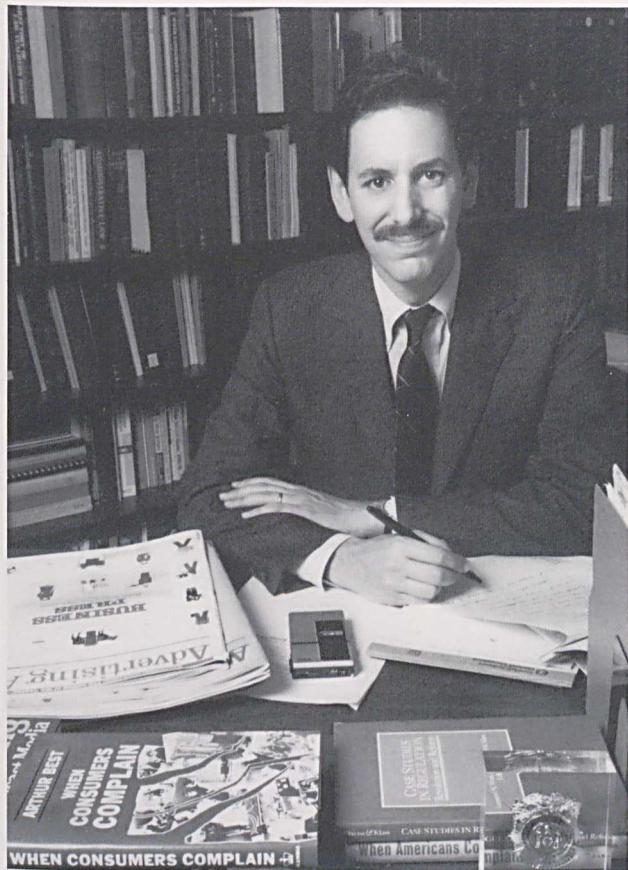
"The Law School is responding to contemporary criminal justice issues with several new courses in criminal law and procedure, mental health law, and constitutional litigation. Seminars will also reflect the growing legislative and judicial interest in computer crime, credit card abuse, financing abuses, terrorism and the taking of hostages, and crimes against federal officials. Traditionally Congress has been conservative in making laws that might encroach on state jurisdiction but through the Comprehensive Crime Control Act of 1984 and related legislation, Congress confirmed that in many of these areas there is a need for a stronger federal presence.

"I hope we will also see an increased interest in comparative law as we recognize that the world is becoming more and more interdependent. In my study of Japanese law, I find that while there are great differences between the American and Japanese systems, each makes sense in its own setting; the net results often are very similar. If we expect as a nation to do business with people around the world, we really should learn something about their systems. An additional benefit of such comparative study is that it helps one to understand the legal principles and concepts of one's own country with greater clarity and insight."

Arthur Best
Professor and Director,
Communications Media Center

J.D., University of Pennsylvania;
A.B., Columbia University.
Formerly with the Federal
Communications Commission,
the Federal Trade Commission,
Ralph Nader's Center for

Study of Responsive Law, and
Deputy Commissioner of
Consumer Affairs, New York
City. Author of *When Consum-
ers Complain*.



“It’s fascinating to see the walls between law courses continually breaking down. Law is a response to human events, and these events are not easily compartmentalized. For example, the Federal Trade Commission and General Motors have settled what might have been protracted litigation involving certain models of GM cars. The company agreed to submit consumer disputes to arbitration in a program administered by Better Business Bureaus. What began as traditional consumer law now leads into the area of alternative dispute resolution.

“In studying this settlement under a grant from the National Institute for Dispute Resolution, I’ve found crucial issues about diverting cases from the mainstream litigation. Is it better for consumers to represent themselves in separate arbitration proceedings in hope of an early resolution – risking loss of their claim – or have them wait years for the out-

come of complicated litigation in the hope that – another imponderable – government will win and the decision will apply to everyone?

“New types of dispute resolution affect criminal law, too. In New York City, for example, low level criminal complaints are handled outside the standard criminal courts, processed through community mediation centers. The purpose is to arrive at a mutually satisfactory solution, without going to court.

“Alternative dispute resolution is one of the revolutions in law that we hope today’s students are going to be involved in – extending the reach of the law and making legal institutions more suitable. Our students are volunteers in many alternative programs, such as Better Business Bureau arbitration and community mediation centers. My course in Alternative Dispute Resolution holds joint sessions with the School’s Housing Discrimination Clinic, where we simulate the mediation of tenant-landlord disputes.

“In consumer law, we are going through a very interesting period. Because government cannot monitor all consumer problems, regulators are seeking ways to structure the marketplace so that consumers will be able to check on compliance with the law. For instance, consider an issue like supermarket sales. The goal is to ensure that the offered items will be on the shelves for all who ask. But to protect himself, the grocer may have to overstock. Instead, why not require him to offer rainchecks for unavailable advertised specials? That’s easy to verify and fair. It would be a form of self-regulation.

“Student interest in consumer law and alternative dispute resolution is high, I believe, because students are looking for new outlets for social concerns. The desire to help has always been strong at this Law School.”

Lung-chu Chen

Professor

J.S.D., LL.M., Yale University;
LL.M., Northwestern University.
LL.B., National Taiwan University.
Editor, *Human Rights* (published by the American Bar Association), 1978-1981.
Co-author, *Human Rights and World Public Order*.



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The world community has become increasingly interdependent, and international law has become much broader than simply the relationships between governments. Nation-states continue to play a dominant role, of course, but individuals and groups increasingly interact across international lines. International governmental organizations – most notably the United Nations – have proliferated, and non-governmental associations, such as multinational corporations and human rights organizations, are transnational in membership, goals, activity, and impact.

“As a result, international law is constantly being made and remade through a vast network of agreements and customary behavior and practice. It is perhaps the most dynamic area of the law today.

“Think of all the problems that are transnational in nature, requiring a global or regional solution. To name a few: armed conflicts and control of armaments; civil strifes; energy crises; trade, investment, and capital flows; exploration of ocean resources and the use of space; environmental problems (e.g., radioactive fallout, acid rain, air and marine pollution); control of epidemics and of illicit traffic of narcotics; flows of information and data; technology transfer; deprivations of human rights (apartheid, discrimination, genocide, etc.); flows of refugees; religious warfare and strifes; and family reunions and resettlements.

“Law firms of all sizes find themselves more and more involved in transactions having transnational ramifications. One cannot effectively deal with many local and national problems without adequate orientation to the larger global context.

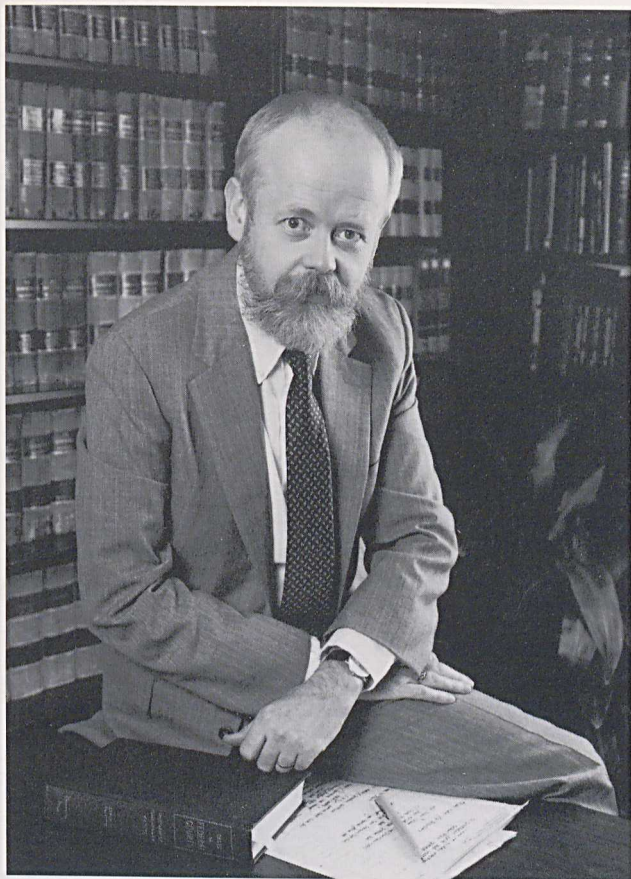
“International law, as all law, is a continuing process through which common interests of the members of the world community are clarified and secured. It seeks to secure both a minimum public order, in the sense of minimizing unauthorized coercion, and an optimum public order, in the sense of the widest possible shaping and sharing of values (respect, power, enlightenment, well-being, wealth, skill, affection, and rectitude). The ultimate goal should be the establishment of a world community of human dignity.

“Legal education has a crucial part to play. We cannot be content with the status quo. We have to think about new ways to build a better world. A legal education should include a broad or ‘liberal’ perspective in the same sense that a liberal arts education does. Legal technicalities and craftsmanship are important, but we must use them in order to develop the adequate intellectual skills to identify and solve new problems effectively. Students must learn to think globally, to think contextually, and to think creatively for the common interest. I believe international law brings a distinct and vital dimension to legal education.”

Gene R. Shreve
Professor

L.L.M., L.L.B., Harvard University; A.B., University of Oklahoma. Teaching Fellow, Harvard Law School; Law Clerk, U.S. District Judge Sarah T. Hughes, Texas. Formerly Staff Attorney, Massachusetts

Department of Attorney General; Attorney, Boston Legal Assistance Project. Specializations in Civil Procedure, Federal Courts, Conflict of Laws.



“I’ve taught here only since 1983, but I was a law professor for eight years before that, and I can tell you that New York Law School is an exciting place to teach. The students are bright, inquiring, energetic, challenging. And our faculty are student-centered, they care about the intellectual rigor of their subjects but they also really care about their students. It’s the integration of intellectual discipline and humanistic concern that makes good teaching – and, we hope, intelligent and caring lawyers.

“I think our faculty realize that no matter how thoughtful and authoritative their own grasp and presentation of the material may be, students learn best when they are involved in an interactive process. Many of us create simulations in our classes, with students assuming the roles of attorneys, judges, and jury members. The need to provide opportunities for student

participation is the central issue in teaching, and one that I think is creatively addressed at New York Law School.

“The high premium placed on teaching is evident from the student’s first days here. The introductory course in Legal Method is designed to familiarize students with the legal environment, to get them started on the right foot. This course is considered just as important as the more specialized courses they will take later on. It’s quite an experience for both teacher and student – an intensive examination of what the study of law is all about, and a response to student curiosity and concerns. There are practical questions such as, ‘How do we prepare for our classes?’ ‘What are we expected to learn from them?’ There are fundamental, but rich, questions about the nature of the law, such as, ‘What constitutes a judicial opinion?’ ‘What makes a law authoritative?’ ‘How do case law and statutes interact?’ Midway in the course, students take a practice examination which we subsequently review with them in considerable detail. For both students and faculty, Legal Method is a kind of laboratory for the law school experience.

“The competent lawyer needs to exhibit a high level of skill in three areas: analysis, planning, and communication. Under communication I include the ability to serve clients with compassion. I believe our faculty is keenly aware of their responsibility to teach in such a way as to inspire this compassion as well as to develop sharpness of legal intellect in our students. In my view these are not separate characteristics but instead are complementary.”

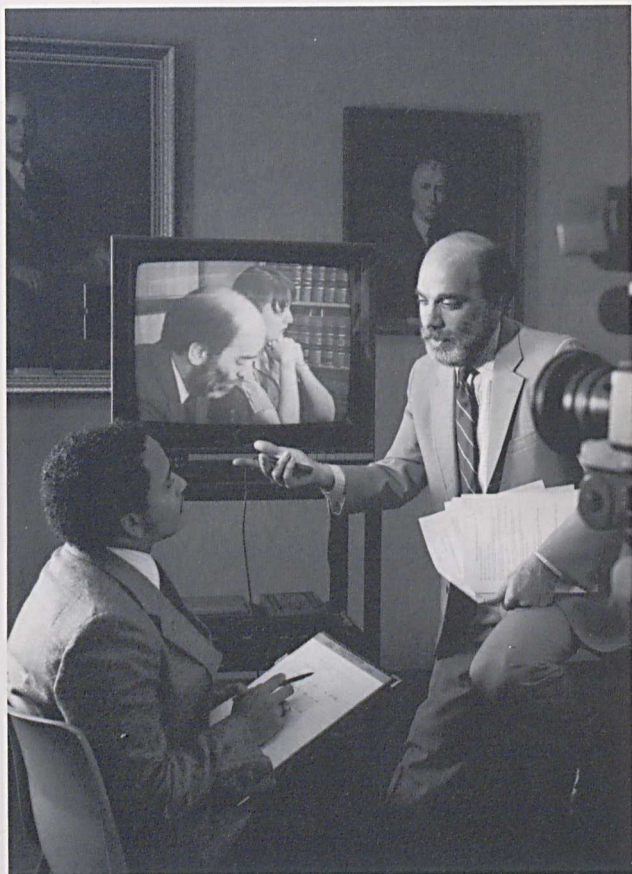
“Growth in the profession of law is an unending process. Law school is only the beginning. But we succeed I think, in providing a sufficient legal foundation and sufficient opportunities for self-discovery for our students to start them on a path leading to a lifetime of professional challenges.”

Lawrence M. Grosberg

Associate Professor and
Director, Housing
Discrimination Clinic

J.D., Columbia University;
B.A., University of Southern
California. Formerly Member,
Executive Committee, Board of
Directors, New York Lawyers

for the Public Interest. Formerly
Managing Attorney, MFY Legal
Services; Associate, Spear and
Hill; Lecturer in Law, Columbia
University School of Law.



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Before law school, most prospective students have some idea of what negligence means, but few have any concept of the way the courts and the judicial system operate. Therefore, the civil procedure course usually is the most foreign to the first-year law student. To ease this transition I've begun to use in the classroom some new methods that previously were used only in the upper class clinical courses. For example, in addition to the traditional reading, analysis, and discussion of isolated appellate court opinions, we examine in depth a single complicated case from the beginning of the litigation to the end. The students view videotapes of simulated client interviews, counseling sessions, and even a deposition in the case. Students also will read the actual court papers – legal memos and related documents – and then assume roles as lawyers in various litigation situations that actually occurred in the case. By examining the procedural doctrine from

several perspectives and through different learning devices, I try to enhance the first-year students' understanding of the interrelationship of all of the pieces of the procedural puzzle as well as to provide a better comprehension of the discrete parts.

"In the upper class clinics, the doctrinal understanding learned the first year is applied to actual and simulated cases. In doing so, students begin to learn other lawyering skills such as interviewing, counseling, investigating, and negotiating. Many of these activities are videotaped, especially in the simulated contexts, and then the students and I analyze the tapes together. There is a two-fold goal: first, to enable them to appreciate the numerous factors which affect the application of law – such as ethics, practicalities, emotion, politics, insitutional constraints – and second, to provide an opportunity to develop a broader range of skills. And when the students work on real cases, the excitement reinforces their learning experience.

"The clinical program at New York Law School is one of the best in the area. We offer opportunities for intensive clinical experiences under close faculty supervision in several fields: civil rights law, media law, social security and mental health law, and criminal law. Our clinical office space and built-in video equipment are among the most innovative and sophisticated found in any law school. And because we are so near the federal and state courts and administrative agencies, it is easier to coordinate our work on actual cases. For all of these reasons, students eagerly look forward to the opportunities to get their feet wet and to do so in the carefully structured and supervised way that is available at New York Law School. I might add that this learning situation cannot realistically be replicated in the real world, not even in law offices with extensive in-house training programs.

"I think the clinics are helping us to make great strides toward producing law graduates who are better able to apply the law effectively and humanely. The skills learned in the clinics are transferable to any area of the law. But even more important, the Law School is increasing students' awareness that effective lawyering involves sensitivity to a broad range of factors and requires diverse skills."

Marjorie A. Silver
Associate Professor

J.D., University of Pennsylvania; B.A., Brandeis University. Law Clerk, U.S. District Judge Joseph A. Lord, III, Pennsylvania. Co-author, *Dissent Without Opinion: The Behavior of Justice William O. Douglas in Federal Tax Cases*. Formerly Attorney, Office

of the General Counsel, HEW; Special Assistant, U.S. Attorney Southern District of New York; Chief Regional Civil Rights Attorney, U.S. Department of Education. Specializations in Administrative Law, Civil Rights, Education Law.



“Two of the most timely topics in American law today are deregulation and the traditionally controversial question of separation of powers. The tug-of-war over who has what power in our government has gone on since the early days of the country – the founders choosing to divide power rather than concentrate it in a single executive branch. However, the founders could not anticipate the growth of myriad administrative and regulatory agencies, which do not fall neatly into any one branch of government. These agencies borrow functions from the executive, the judiciary and the legislature, posing many different kinds of legal questions and requiring complex solutions.

“The Supreme Court has decided a number of cases dealing with the relationships among Congress, the President, and the Court. Perhaps the most dramatic recent example is its declaration that the ‘legislative

veto’ of executive action is unconstitutional. In another important case the Court held that in the 1978 Bankruptcy Reform Act Congress erred in conferring general jurisdiction powers upon bankruptcy judges without providing life tenure and protection against salary diminution, as required by the Constitution. An interesting aspect of these decisions, given our system of checks and balances, is that the branch of government which generally ends up with the most power is the Court itself, because it is the Court that is the ultimate arbiter of what the Constitution and the laws mean.

“In my administrative law class, we discuss the cases and issues in a contemporary context, relating the news to the materials printed in the casebook. For example, what is the role of the Office of Management and Budget in regulatory decision making? What should it be? Many of my students have worked for regulated industries or have had other work-related experience with administrative agencies, and that greatly enriches class discussion. One of the most important things we do is analyze the underpinnings of judicial decisions, so that students have a reasonable basis for agreeing or disagreeing with what the courts decide. I want my students to think, to understand the context in which the court makes particular decisions.

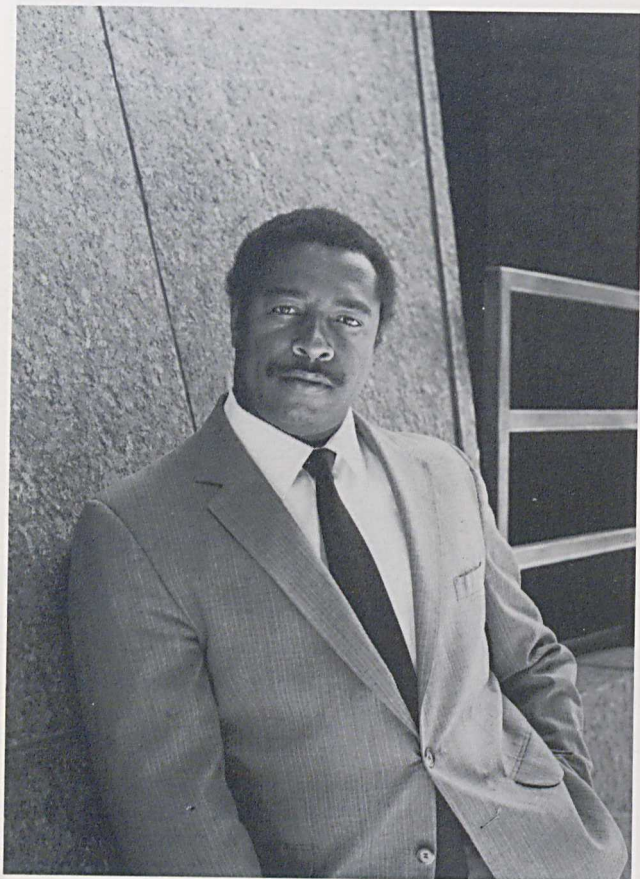
“Not only do I want my students to be able to think critically but also to be concerned about justice, the needs of the disenfranchised and the poor in our country. Deregulation sounds like a good idea but how does it affect the recipients of disability benefits, minorities, farmworkers? Another one of my interests is education law. The government’s stance toward the federal role in education is ambiguous. On one hand the Administration wants to abolish the Department of Education, on the other it involves itself in calling for higher academic standards and stricter discipline in local schools. At New York Law School our faculty and our students care about these issues.

“I’m really proud to be a member of this faculty. The professors are very active in writing and publishing scholarly articles, and they are so very supportive of each other and the students. This School has the potential to go in any number of important directions.”

James S. Bowen
Associate Professor

J.D., Yale University; B.A.,
Ph.D. (Sociology), Columbia
University. Formerly Assistant
Professor, Black Studies
Department, State University
of New York at New Paltz.

Formerly Guidance and
Placement Director, Harlem
Branch, YMCA. Specializations
in Blacks and the Law,
Employment Discrimination,
Family Law.



identify contemporary problems through the study of important cases and sketch the historical development of discrimination vis-a-vis voting, intermarriage, and other issues. It gives us a window on American society, and we can see how discrimination has also been applied to others, such as native Americans and women.

"We have some lively exchanges in all the classes, particularly in Employment Discrimination, where there are strong differences between what the courts say the laws allow and how the federal government now interprets the law. The courts clearly have approved affirmative action to redress the inequities that have resulted from discrimination, but at the same time the government wants to assume that everyone is starting from the same position. When you study the history and sociology of discrimination in this country, you see that aggressive affirmative action is needed to combat discrimination.

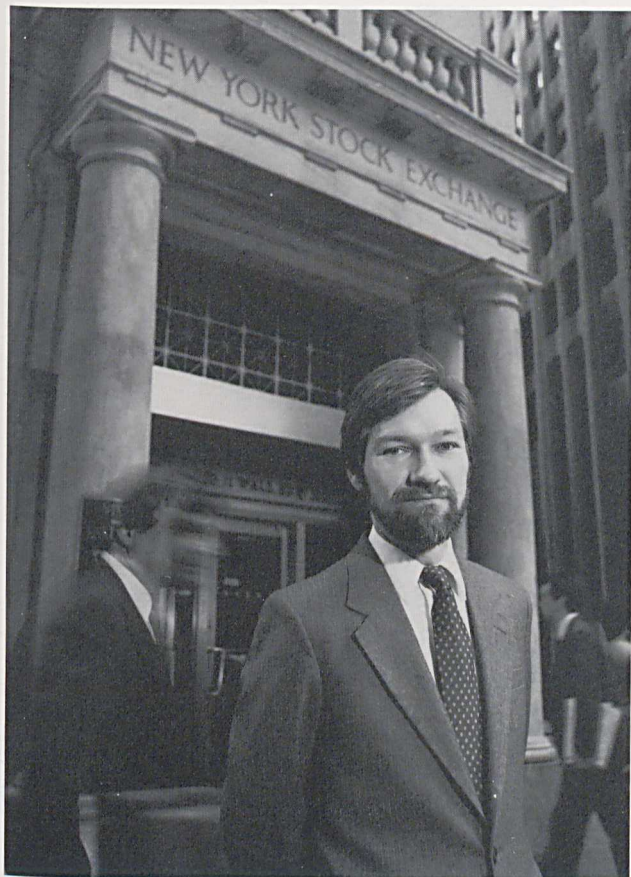
"In Family Law, we find every area being challenged, for example, by such new concepts as no fault divorce. Child welfare laws are perhaps most in flux. In cases of child abuse, the courts are often asked to consider separating child and family. In effect, they are being asked to predict the future. We just don't know enough to develop general guidelines. The only avenue open to the courts now is to make decisions on a case-by-case basis and hope that eventually there will be enough knowledge and research to guide their decisions. My approach is to suggest different guidelines for what seems, at least at this time, an unsolvable problem. It really brings home a point I like to get across to students – that the law doesn't have all the solutions but is a pragmatic and functional process by which we can come to reasonable answers."

"I bring several disciplines to bear in my courses since I have an academic background in not only the law but also sociology and Black Studies. The experience I had as a guidance and placement director in Harlem gives me a practical perspective, but the most important real world perspective in my classes comes from the students' lives. Many have been the victims of employment discrimination, many have directly encountered family law, for example, through divorce, or at least seen the aftermath of a family problem. Often starting from these experiences, I try to get students to see how the principles have worked – and not worked – in their own lives. Then we can see how these insights may be applied to the lives of others, of whose problems they may not be particularly aware.

"In the Blacks and American Law course, the focus is on constitutional law and substantive rights. We

George W. Dent, Jr.
Professor

L.L.M. (Corporate Law), New York University; J.D., B.A., Columbia University. Law Clerk, the Honorable Paul R. Hays, Judge, U.S. Court of Appeals, Second Circuit. Formerly Associate, Debevoise & Plimpton.



“With the proliferation of corporate takeovers, mergers, acquisitions, and insider trading, the corporate lawyer’s skill is increasingly in demand. Corporate warfare is a reality today. Each side constantly struggles to gain the advantage, and the stakes are very high.

“The corporate lawyer’s role often differs from that of the lawyer in other areas. He or she engages not in litigation, but in a process of creation. The corporate lawyer does not argue before a jury and judge but rather advises clients who deal with other companies or people and who must reach mutually satisfactory agreements – or all may suffer. The corporate lawyer must be very precise about the client’s goals. How does the client weigh risk against hope for profit? Does the client seek income now or financial security later? Each client has special objectives.

“Because events occur so rapidly and there is so much conflict, complex questions arise over the legality of certain acts in corporate takeovers and insider trading, and the lawyer faces difficult problems of professional responsibility. Often it is difficult even to determine whom you actually represent. If management decides to oppose or discourage a tender offer, do you represent management, or the shareholders, or the investing public? The waters can indeed be murky. To further complicate the situation the Securities and Exchange Commission has tried to require lawyers to ‘blow the whistle’ when they think their clients are violating the law. Our corporate law curriculum is designed to prepare students who choose corporate law to meet these unique challenges.

“The Law School is located in a great place for teaching and studying corporate law. In downtown Manhattan, we are in the heart of the financial and business world, with opportunities not available elsewhere. Our students can intern without disrupting their schedules. We have students interning at the New York and American stock exchanges and the New York office of the Securities and Exchange Commission. Our proximity to the courts is also invaluable. The federal courts in New York are the premier courts in this country for securities law, even more important than the Supreme Court.

“Business touches so much of modern life that a knowledge of corporate law is useful in other areas, too. If you are advising a client about a will or a divorce and the client’s principal asset is a small business, what is that asset worth? Can a tenant pierce a landlord’s corporate veil to reach the shareholders and make them liable for a wrong? Modes of analysis developed in corporate law have broad application.”

Joyce Saltalamachia

Associate Professor
and Library Director

J.D., Golden Gate University;
M.L.S., A.B., University of
California at Berkeley.

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The ability to do good legal research is a skill that is critical to an attorney's survival. Yet, attorneys surveyed for a recent law review article overwhelmingly said that inadequate research instruction was the single most important deficiency in their legal education. The Law School has responded to this need in several ways, two of which involve the Library staff. First, our librarians are teachers as well as information specialists. Six members of our staff have law degrees in addition to information science degrees. In assisting students they are constantly training them in legal research. Second, we conduct an innovative advanced legal research seminar – there are very few schools anywhere in the country that offer such a course.

“Traditionally, law schools give a brief introduction to legal research during the first weeks when students unfortunately are barraged by many new concepts

and experiences. We provide that introduction, too, but we also offer the advanced research seminar after students have taken some courses and are discovering their own interests. Then we can help them learn the skills they will need for practice in the real world. The course is very popular and we are expanding our offerings.

“The strength of the course stems from the commitment New York Law School has made to developing the skills of legal research. We have state-of-the-art resources and excellent librarians, but most importantly we are committed to becoming a school known for its expertise in teaching legal research.

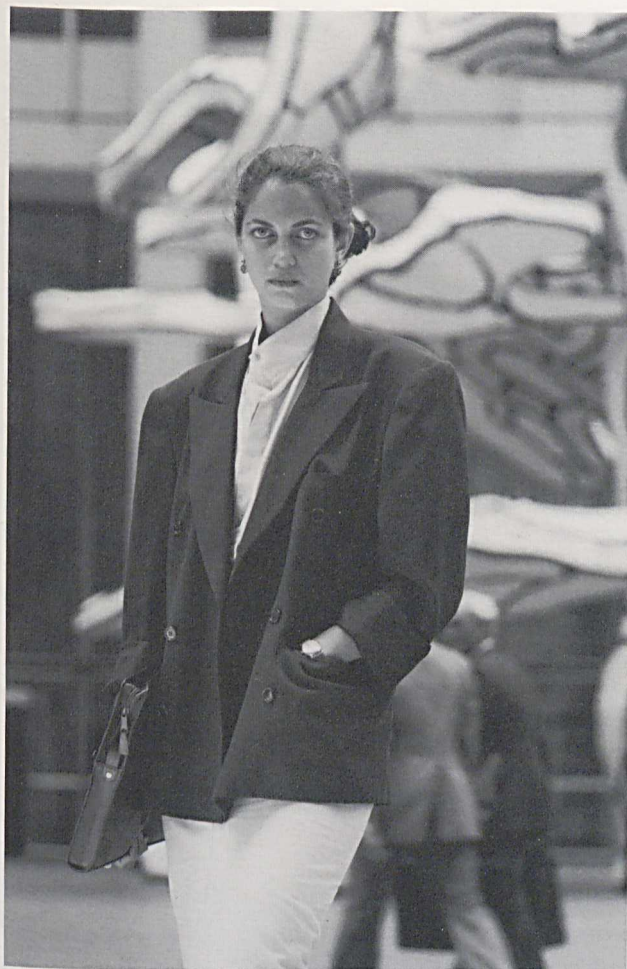
“Hand-in-hand with our emphasis on teaching research skills is the basic commitment to be an excellent legal library. Probably the single most important challenge is to predict accurately the developing new fields of law. If you wait for a professor to come to you looking for resources for a new course he or she is teaching, you are already behind, and staying current is a must in the law. Mediation and arbitration, tort litigation, and product liability law barely existed ten years ago. Now there are specialized research tools in each of these areas. And the law is becoming more interdisciplinary – lawyers need information on economics, business, and the social sciences.

“Also, ten years ago there were no computers in the library – now they are essential. We are state-of-the-art in technology, not only with computers and national data bases such as Lexis, Westlaw, Nexis, Dialog, BRS, ELSS, Vu-Text, and many others, but we also have telefacsimile, electronic mail, and an innovative cooperative arrangement in international law resources. Our communications/media collection is the best on the East Coast and we have a strong collection in labor law. With the courts and major law firms so near, we have developed many mutually beneficial arrangements for exchanging materials – often information students could not get anywhere else. But it is a two-way street; when we see attorneys and judges coming to us for information, we know we have excellent resources here, too.”

Student Perspectives

Michela Daliana
Student

New York, New York. B.S.,
(International Politics), George-
town University. Topics Editor,
New York Law School Journal
of International and Compara-
tive Law.



“One of my professors here – a well-known teacher and scholar in the field of international law – maintains that all law is international law, that we truly live in a global community. This means that any undertaking that is going to be viable in today’s world has to be examined not only from the local or national perspective, but from an international one as well. This is true for politics, business, or individual enterprises. Being involved in this type of analysis is what I would like to do as a professional.

“After law school I plan to study abroad for a year, in either Germany or Japan, and then go to work for a U.S.-based international law firm. I already have had two summers of legal studies in Europe – taking courses in common market law and comparative labor law.

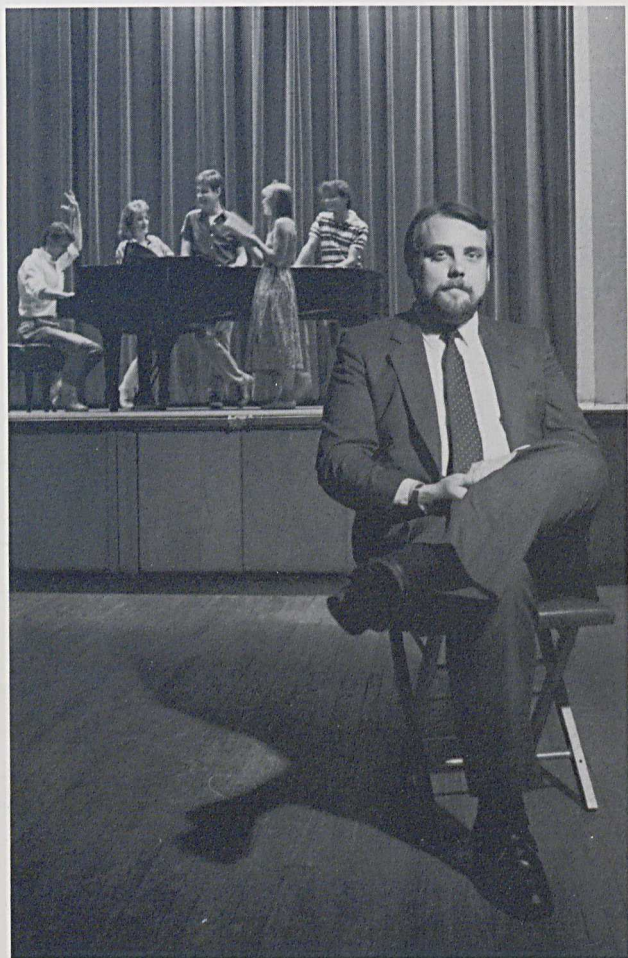
“I enjoy being in New York, which is as international a city as you’ll find. This is a center for international cultural exchanges, banking and finance, and, because of the U.N., we have diplomatic representatives here from every country in the world. My family has retained close ties to Europe, and I have travelled in other parts of the world, so I’ve come to appreciate the diversity of cultures – different histories, traditions, arts and languages – as well as the many similarities. With all that diversity, there exists an incredible interrelationship between cultures and communities; communication takes place in a way that transcends national boundaries in every aspect of human existence. This is why I believe we must conduct ourselves in recognition of the fact that we are living in a global community.”

Charles Sullivan

Student

Staten Island, New York. B.A. (English/Theatre Studies), Yale University. Actor, theatre manager; supervisor for Theatre Development Fund at

TKTS Booth in Times Square. John Ben Snow Scholar, New York Law School; Editor-in-Chief, *New York Law School Review*.



“**N**ew York Law School offers a very different experience than most other law schools. The student body is so diverse, the people come from so many different walks of life, and many have had other work experiences. I enjoy being in classes with people who are policemen or doctors or engineers. These people generally bring their experiences into the classroom, and I think this contributes greatly to the education we receive.

“I’ve had some previous work experiences, too, acting in summer stock and regional theatre. But I decided I had gone as far as I wanted to go, so I turned to law, which was always one of my interests. I wanted to attend New York Law School because its location would enable me to continue working, but generally speaking I really didn’t know what to expect from law school. I’m very enthusiastic about the wide variety of courses that the Law School has, some in very specialized areas.

“I hope eventually to go into entertainment or communications law. A professor who teaches entertainment law advised me to get as much experience as possible in other fields first, because entertainment law is basically an amalgam of contract work and corporate work. So I have worked for a large firm specializing in corporate law and have also worked in federal court. The Law School’s location offers students excellent opportunities for employment that will provide additional preparation for the kind of work we want to do.”

Carol Morokoff
Student

Indianapolis, Indiana. B.A.
(Journalism and Political
Science), Indiana University.
New York Law School:
President, Student Bar

Association; Member,
Executive Board, Moot Court
Association; President, Legal
Association for Women;
Member, Media Law Project.



“I’ve always wanted to be part of the magic that happens when a band steps out on the stage and 20,000 people go bananas! I’m not musically talented . . . so, I thought, how can I be involved? Well, a lot of elements go into creating a musical event, including the legal work of writing the recording and concert contracts, writing agreements for union members who work in the hall. Even though I couldn’t perform, I could do other important things to help create music for others.

“I came to New York Law School because of its entertainment law courses. And it’s one of two schools in the country that has a program in media law, which also interests me. So, for me, the School is ideal. I’ve already made some contacts in the recording industry – primarily through one of the adjunct professors who works in the business. He suggested I send my resume to three or four firms, and as a result I got a part-time summer job. It’s with a small firm, two partners and an associate, and one of the partners is a graduate of New York Law School. I’ve also taken the Media Law Clinic and, through it, have had the experience of dealing with the Federal Communications Commission.

“There are many student activities at the Law School, and I’m very involved because I see these experiences as preparation for the practice of law later on. As a lawyer you work with people who come to you with problems. You must analyze the problems and decide how to get what your client wants, or what is best for the client, which is not always the same thing. Then you have to explain what you’re doing and why. Working as head of the student government, representing student interests to the administration, involves exactly this sort of analyzing, problem solving, and working with people. The law is very competitive, so you must use every advantage you can get. Law school is a good place to polish your skills and develop new strategies.”

Chris K. Iijima
Student

New York, New York. B.A.,
Columbia University.
Elementary school teacher,
writer, musician, social activist.



“I started writing and performing my own songs partly as a protest against the Vietnam War, and that led me to expressing myself more broadly on the Asian-American experience. As I performed within the Asian-American communities throughout the country, I began to discover that, for one reason or another, the people always seemed to have a need for legal assistance. Whether the issue was housing or immigration or unionization, they were always talking to lawyers about something. I found it fascinating to listen to discussions of the law in terms of particular cases and issues, and began to think about studying law. I wanted to get more involved in the work that now interests me most, which is public interest law on behalf of minority communities, particularly the Asian-American community.

“I was accepted at several law schools, but I wanted to stay in Manhattan and be able to continue teaching. And I was impressed when I learned that the minority enrollment at New York School was relatively high. My decision to come here also had a lot to do with the kind of people who would be my classmates, many of whom are working people of approximately my age.”

“When my friends ask me what it's like going back to school after many years, I have to say that my experience at New York Law has been excellent. The fears I had about working every day and going to law school at night haven't come true. It's been physically tiring but less so than I thought it would be. And the faculty and my fellow students are very supportive. Once you've been a teacher it is not easy to become a student again, but the people at the Law School helped me make the transition.”

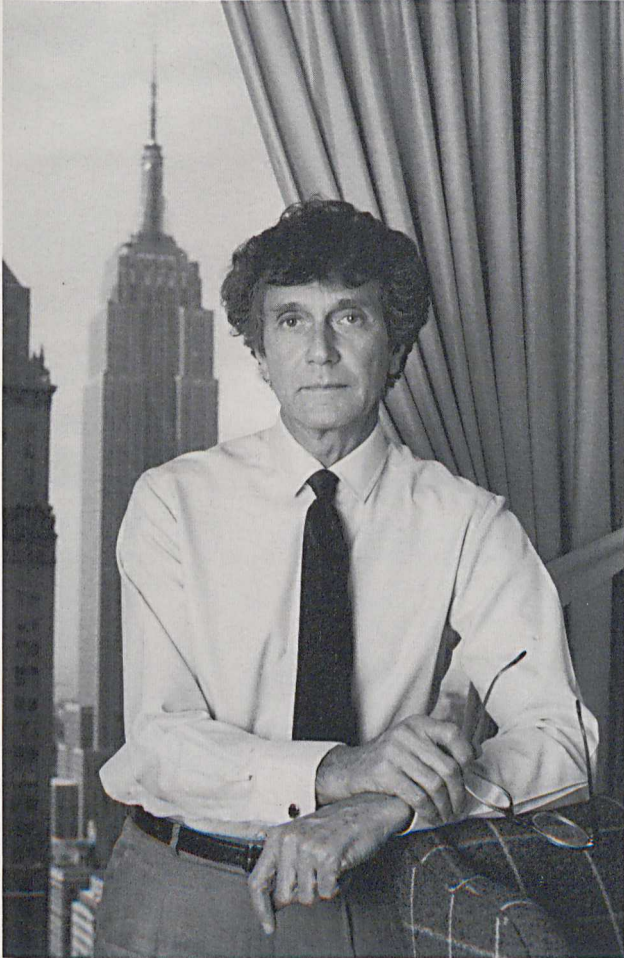
Graduate Perspectives

Bernard H. Mendik '55
Graduate

President, Mendik Company,
Real estate builders, devel-
opers, and owner-managers.

Member of the Board of
Trustees of New York Law
School, Montefiore Medical
Center, the Citizens Budget
Commission, the Character

and Fitness Committee
for Admission to the New
York Bar, the Fifth Avenue
Association, and the Owners
and Builders Division of the
Real Estate Board of New
York of which he is also a past
Governor.



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“**A**mong its students New York Law School has always had a stimulating mix of people who want to enhance their careers or embark on new ones. In my class we had corporate executives, businessmen, a doctor or two, people from city and state government. I began evening classes in 1955, after the Korean War, and started my business in real estate syndication the next year. By the time I graduated and passed the bar in 1958, I already owned about half a dozen buildings in Manhattan.

“A great deal of real estate practice is based upon an ability to deal with very complicated laws – tax laws, the real estate closing laws, contracts, the commercial lease itself – all are very complex. In order to own commercial real estate in New York you must have a good working knowledge of the law. And I’m constantly gratified to find that the people at the top of our profession are lawyers. That’s also true in the corporate area.

“If young people want a career in business, and if they have the time and the ability, I always tell them, ‘go for law.’ The study of law gives you the discipline to work hard and to organize your research. These skills are required of every good business person, who must be able to find the facts, lay them out, quickly pick out the issues, and make decisions fast. That’s what lawyers are trained to do.

“The skills you learn in law are readily adapted to any profession, but particularly business, and particularly business as it’s practiced in New York City. There’s no other place like New York, the cream of every profession is right here. And these are the people you interact with daily. The more tools you have in dealing with them, the more successful you’re going to be.”

Francis T. Murphy '52

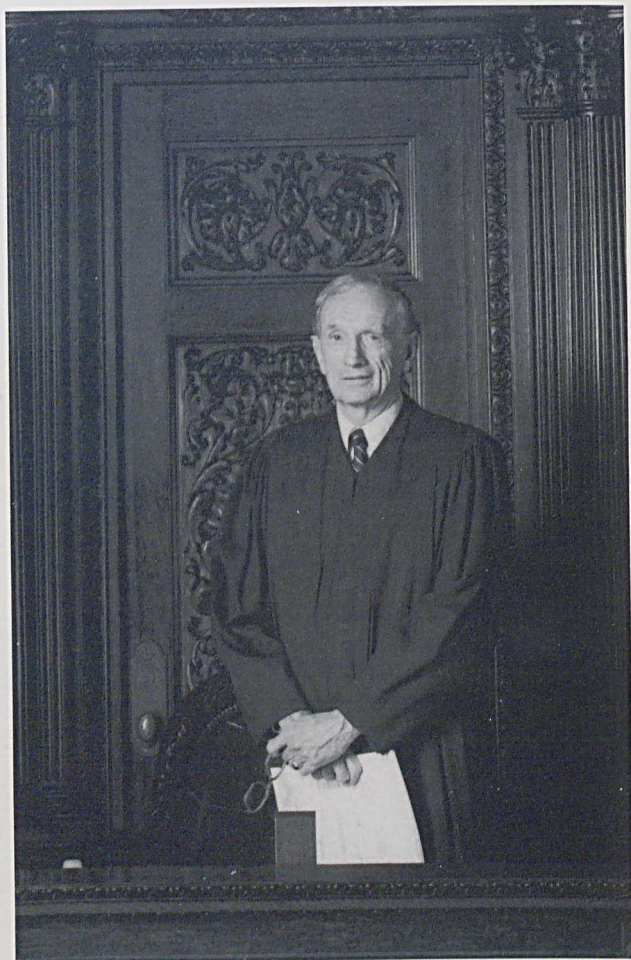
Graduate

Presiding Justice, Appellate Division, New York State Supreme Court, First Judicial Department.

Began his career on the bench in 1957, at age 30, with the Municipal Court of the City of New York. Subsequently elected Judge of the Civil Court,

and in 1962 elected Justice of the State Supreme Court. Since 1971 he has sat on the Appellate Division, First Judicial Department, becoming Presiding Justice of that Court in 1977. Established clinical advocacy programs in criminal and family law; founded The Historical Records of the New

York County Clerk, Inc.; Trustee, New York Law School; Director, Ruth Maxwell Institute (drug and alcohol intervention program); Past President, New York Law School Alumni Association; author of numerous articles on the law and legal ethics.



“When I graduated from college, law didn't seem as fundamentally important to society as it is today. I had many ideas about what to do with my life, but not a compelling vision. Since my father had graduated from New York Law (Class of '22), I decided to give it a try. And I fell in love with the law. After a short time in private practice, I took an appointment in the Bronx District Attorney's Office; I've been in public service ever since.

“A good lawyer is a reasonably smart person – not a genius, just reasonably smart – who is genuinely concerned about both the substance and the way in which things get done. As a law student you learn the principles and unifying theories of the law, but it's quite another skill to be able to apply those concepts in a way that promotes your client's interests and at the same time furthers the ideals of the profession. Being a lawyer is not just a trade, a business. It is more than that.

“At New York Law School you can walk across the street and see those principles in action – whether it be criminal proceedings or commercial actions, the law is the living force which makes democracy work. Sure, we may not like some lawyers or the things they do, but collectively they do an outstanding job of ensuring the freedoms that most of us take for granted. I'm convinced that democracy is very fragile, and must be vigilantly preserved. It is the alertness of lawyers and their willingness to challenge the established order which safeguards our liberty.”

Marianne C. Spraggins '76
Graduate

Vice President, Salomon
Brothers. Adjunct Associate
Professor, New York Law
School. LL.M., Harvard
University.



“**A**lthough the traditional areas of law practice will always be important, I think more and more lawyers will be using the law primarily as a tool to pursue a variety of other professional interests.

“In finance, being a lawyer definitely gives you an edge. You have a discipline, a skill in analyzing facts, which other people don't necessarily have. And, of course, the law is such a basic tool when it comes to negotiating. It's said that business people are deal makers and lawyers are deal breakers – whether that's true or not, I find that being able to understand both business and the law is immensely useful in terms of bringing things to fruition.

“I came to Wall Street directly from full-time teaching at New York Law School. When I joined Salomon Brothers, the firm was pioneering asset-based financing by pooling individual mortgage loans into multimillion dollar packages, selling interest in them, and creating an entire new investment market. I've been part of the growth – the boom, really – in that market sector.

“Being part of a new and developing field fits with what I enjoy most about continuing to teach, as an adjunct, at New York Law School. I take the non-casebook approach and look at what's happening in the business world now. In my course on mortgage securities, for example, it's stimulating to be able to talk about a financial area that's brand new, and have the students participate in a way that they almost feel a part of its formation. There's a lot of excitement and value in that, I think.”

Richard M. Flynn '57
Graduate

Chairman, New York State
Power Authority.
Senior partner, Pryor, Cashman,
Sherman & Flynn. President,
Alumni Association, New York
Law School, 1985-86.



“I’ve been active in the Law School’s Alumni Association for a number of years now, and I find it very rewarding because there is such diversity and accomplishment among our graduates. The School produces a fascinating collection of men and women who become leaders in all areas of the law. We have graduates holding positions in city and state governments, in Congress and, of course, we have many, many distinguished judges. The Law School has graduates in law firms of all sizes. Some excel at litigation or find public service law fascinating, while others choose the more commercial side of the law – entering real estate, for example.

“I don’t know of any other field that offers so many varied and interesting options, and I think my career is a good example. I became associated with urban cable TV in the early days, and, among other things, participated in the first programming efforts of what became Home Box Office. After that I found myself absorbed for a number of years in programming, developing systems, negotiating contracts, financing, and so on. In the course of all of this, and developing client relationships wherever I could, I became a senior partner with my present firm.

“Now, as Chairman of the New York State Power Authority, I’m facing an interesting challenge in another rapidly developing area. The Power Authority is a public power organization currently producing 37 percent of all energy in the state. We’ve launched a billion dollar facilities expansion program. We’re also engaged in many innovations – first in the country to import massive amounts of hydropower from Quebec, plus resource recovery, co-generation, wind, and other new energy sources that can reduce New York’s dependence on expensive imported oil. It’s a fascinating area of government – another example of the many opportunities available to someone who pursues a career in law.”

Programs and Curriculum
Library



With approximately 130 courses New York Law School offers students ample opportunity both to pursue special interests and to experience the broad scope of the law.*

The diversity of courses offered by The Law School speaks to the interests of today's students, particularly in an urban setting where social and technological changes rapidly bring new legal issues to the surface. The Law School's list of electives show a substantial number of courses in 17 different groups by subject, and there are numerous opportunities for learning trial advocacy and other skills.

Degree and Special Programs

Juris Doctor
J.D.-M.B.A./J.D.-M.P.A. with Baruch
College
Summer Session at NYLS

Required Courses

Civil Procedure
Constitutional Law (I & II)
Contracts (I & II)
Criminal Law
Lawyers and the System of Justice
Legal Method
Legal Writing and Research (I & II)
Property
Torts

Clinics

Administration of Criminal Justice Clinic
Criminal Defense Clinic
Federal Litigation Clinic
Housing Discrimination Clinic
Media Law Clinic

*Complete descriptions of programs, courses, clinics, internships, student clerkships, and all activities listed are found in the New York Law School Bulletin.

Each elective course is listed under a primary subject heading. Where appropriate, the course title is followed by a related subject heading in parentheses.

Students who have questions about the interrelationships among courses should feel free to consult the faculty for advice on this matter and on course selection generally.

Commercial Law

Commercial Transactions
Corporate Reorganization
Debtors' & Creditors' Rights
Insurance

Constitutional Law

Blacks and American Law
Remedies in Public Law
Selected Problems in Constitutional Law
Sex-Based Discrimination
Sexual Privacy Law (Family Law)
Uncovering the First Amendment:
Speech, Press, Religion
and Privacy

Corporate & Business Law

Accounting & Finance for Lawyers
Advanced Topics in Corporate &
Securities Law
Agency & Partnership
Corporations
Securities Regulation I
Securities Regulation II

Criminal Law

Criminal Procedure I
Criminal Procedure II
Post-Conviction Review & Remedies
Seminar on International Problems of
Criminal Law
Seminar on Substantive Problems of
Criminal Law
Sentencing and Corrections Law

Estates & Trusts

Estate & Gift Taxation Including
Fiduciary Income Taxation
Estate Planning
Trusts
Wills
Wills, Trusts & Future
Interests

Family Law

Children and the Law
Family Law
Matrimonial Litigation & Related
Negotiations (Trial Practice &
Procedure)
Selected Topics in Family Law

Federal & Multijurisdictional

Admiralty
Admiralty—Advanced
Conflict of Laws
Federal Courts and the Federal System
Federal Practice and Procedure

Governmental Regulation

Administrative Law
Antitrust
Communications Law
Consumer Law
Energy Law & Policy
Environmental Law
Immigration Law

International Legal Studies

Comparative Law

Comparative Law: Introduction to
Civil Law
Soviet Law, Introduction to
Jewish Law

International Law & Organizations

Human Rights in International and
Constitutional Law Perspectives
International Law
Law of the Seas
Treaty Law & Problems

International Business Law

International Banking
International Business Transactions
International Protection of
Intellectual Property
Islamic Law & Middle East
Business Institutions
Multinational Corporations and
Foreign Ventures

Jurisprudence & Legal History

Alternate Dispute Resolution
Constitutional History: Supremacy & Nul-
lification 1776-1868
Constitutionalism, Origins of American
Jurisprudence
Legislative Process
Quantitative Methods in Legal Theory
and Practice

Labor and Employment Law

Collective Bargaining
Employment Discrimination Law
Labor Arbitration
Labor Relations Law I
Labor Relations Law II
Labor Relations Law—Advanced
Problems
Labor Relations Law in the Public Sector
NLRB Practice & Procedure
Workers' Compensation

Real Estate & Land Use

Landlord & Tenant Law
Land Transactions & Finance
Land Use Regulation
Real Estate Law, Seminar on
Suretyships and Mortgages

Specialized Areas of Law

Copyright and Literary Property
Defamation, Privacy, and Publicity
(Constitutional Law)
Entertainment Law I
Entertainment Law II
Law and Media
Legal Medicine
Legal Research—Advanced
Medical Legal Trial Workshop (Trial
Practice & Procedure)
Patent Law
Selected Topics in Education Law
(Constitutional Law)
Torts II—Additional Topics
and Advanced Inquiries
Trademarks & Unfair Competition
Writing Skills for Lawyers, Advanced

Taxation

Federal Income Tax—Advanced
Federal Income Tax—Corporate
Federal Income Tax—Individual
Federal Income Tax—Partnership
Federal Income Tax—Tax Shelters
Federal Tax Procedure
State & Local Taxation

Trial Practice & Procedure

Appellate Advocacy
Civil Trial Advocacy
Criminal Trial Advocacy

Procedure Courses

Equity
Evidence
New Jersey Practice
New York Practice

Urban & Contemporary Issues

Drugs of Abuse, Narcotics and The Law
Law and Social Change
Local Government Law and Litigation
Mental Health Law
Municipal Corporations
Municipal Finance
Public Interest Litigation
State and Local Government

Students gain practical experience and academic credit as part-time law clerks in a number of special placements.

Student Clerkships

Judicial Clerkship Placement – Federal
Judicial Clerkship Placement – State

Internships

Securities Bureau Program: New York
State, Department of Law, Office of the
Attorney General
Securities and Exchange Commission:
Students Observer Program
The Surrogates Court Program

Additional Internships

New York City Corporation Counsel
Internal Revenue Service
Manhattan Housing Court/Mediation
Program
M.F.Y. Legal Services
New York City Office of Collective
Bargaining
New York City Department of Consumer
Affairs
New York County Lawyers Committee for
International Human Rights
New York State Department of Social
Services
New York State Public Service
Commission
New York State United Federation of
Teachers – Office of General Counsel
Recording Industry Association of
America
U.S. Attorney's Office, Eastern and
Southern Districts
U.S. Department of Health and Human
Services

Independent Research Studies Co-Curricular Activities

(Work may be approved for credit)
The New York Law School Law Review
Moot Court Executive Board
Human Rights
Human Rights Annual
The New York Law School Journal of
International and Comparative Law

The Library is a constantly expanding center for legal research. It houses a collection of over 260,000 volumes, and new materials are continuously being acquired.

The Library's collection contains the court reports and statutes of all jurisdictions in the United States, as well as those of Great Britain. There are also extensive holdings of legal periodicals and treatises and looseleaf services in major subject specialties. The Library has one of the largest microform collections among law school libraries in the State, which offers access to rare and extremely important reference documents. In addition, the collections of major research libraries are available through the library's membership in the METRO cooperative network system.

A major focus of library development recently has been in the area of technological growth and change. WESTLAW and LEXIS, as well as numerous other legal and non-legal databases, are available to students for their individual scholarly research. Bibliographic information is available through the national OCLC database, which is also used for interlibrary loan requests throughout the country. Telefacsimile equipment is used for instantaneous transmission of information.

Of particular interest is the communications library, which is a specialized collection of material related to the Media Law program at New York Law School. Other special collections include labor law, human rights, international law and alternative dispute resolution. The Library is also a depository for federal government documents.

The Library staff consists of professional librarians who are well-trained in specialized research. Several are law trained, and all have had many years of library experience. Professional reference assistance is available during the library's operating hours.



Admissions
Tuition
Financial Aid
Housing
Orientation
Career Planning
Placement
Student Organizations

Admissions

The Law School's diverse offerings are attracting students from many different backgrounds and from different parts of the country, and as a result the number of applicants is among the largest of any law school.

Admission is highly competitive. The Admissions Committee assesses not only a student's academic competence but also special personal qualities and the potential for enriching the educational environment of the Law School. Students who have demonstrated leadership, received honors or awards, participated in extracurricular or community activities, or have had previous work, educational or overseas experience are encouraged to apply.

Detailed information on admissions requirements and procedures are contained in the New York Law School Bulletin.

Mid-Year Entrance in January

Since 1976, New York Law School has enrolled a first year class at mid-year in the Day Division. These students will commence their program, which is an optional accelerated program, at the beginning of the Spring Term. Registration for this class, in both the full-time and the part-time day program, will be scheduled in early January.

New York Law School has established its January entrance to enable applicants to begin their law studies at the beginning of the spring term since many law school applicants complete their undergraduate work during the late summer or early fall, too late for entrance to law school at the beginning of the fall term.

Transfer Students

Students who have attended law schools approved by the Association of American Law School or the American Bar Association are welcome to apply to New York Law School. Credit for advanced standing may be given.

Tuition

For all full-time students enrolled in New York Law School in the academic year 1985-1986 the tuition will be \$8,000 per year, \$4,000 each semester.

For all part-time day and part-time evening students enrolled in 1985-1986, tuition will be \$6,000 per year, \$3,000 each semester.

When less than the required number of credits is taken in any semester (twelve hours for full-time students, eight hours for part-time students), the tuition for each credit will be \$360.

The registration fee of \$25 is payable at registration each term.

Special fees that may apply – for example, for late registration – are described in the New York Law School Bulletin.

Financial Aid

New York Law School has a varied program of financial aid. Whenever possible, the School offers aid to students who can demonstrate financial need. Students must be in good academic standing in accordance with established regulations in order to receive aid. For details on requirements, procedures, and deadlines, consult New York Law School's Financial Aid Brochure which may be obtained from the Office of Admissions and Financial Aid. The Brochure and the New York Law School Bulletin include descriptions of the following programs:

New York Law School Grants-In-Aid
College Work-Study Program
Tuition Assistance Program
National Direct Student Loan (NDSL)
Program
Guaranteed Student Loan Program (GSL)
Auxilliary Loans to Assist Students (ALAS)

Part-Time Divisions

New York Law School has long had an Evening Division so that students in that division might maintain full-time positions during the day and their earnings thereby might cover not only their living expenses, but also the cost of tuition and books. In 1976 the School established, in addition, a Part-Time Day Division to enable those persons with late day or evening employment or family responsibilities to attend law school part-time. There is no doubt that an employed student in the Evening Division, or in the Part-Time Day Division, has a strenuous schedule, but at the same time, the student, particularly in the Evening Division, has the advantage of acquiring valuable experience often in a law-related field and gaining considerable maturity through the four-year part-time program.



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Information concerning housing may be obtained from the Admissions Office. Most students prefer to rent apartments and usually can find suitable apartments in nearby areas. The Law School is easily accessible by public transportation from all areas of the City and from the suburbs so that those students who wish to take advantage of the generally lower rents outside of Manhattan may do so.

New York Law School has entered into an arrangement with the College of Insurance which will enable the Law School to offer housing to some incoming students. This new facility is located just blocks from the Law School on the Hudson River. Single and double air-conditioned rooms with a meal plan will be available. Information about this and other available rooms and apartments is maintained by the Office of Admissions. The Admissions Office also keeps, on file, information on residences in the City, information on tenants' rights, and a list of students looking for roommates.

Incoming students who wish to contact or be contacted by other students looking for housing should leave their names and telephone numbers or addresses with the housing representative in the Admissions Office.

The Law School has a number of programs designed to assist students in making two important transitions – first to legal education, and later to the legal profession.

Orientation

All incoming students participate in a two-day welcome and orientation to the Law School. Faculty, current students, graduates and other members of the profession discuss educational issues and approaches. The program is designed to welcome students to the legal profession and the study of law at New York Law School. During orientation incoming students also have the opportunity to informally meet with professors and fellow students at planned social events.

Career Planning

As part of the Career Planning and Placement Office's continuing program to help law students make informed employment decisions, the Office sponsors Legal Career Panels and an Alumni Advisory Program.

The panels provide students with the opportunity to hear legal practitioners, including alumni, whose careers range from small law firms or corporations to alternative careers, discuss their specialization and offer advice on career paths and educational preparations.

Career Counseling

All students are encouraged to participate in individual career counseling meetings with the Career Planning and Placement Office staff. These meetings are intended to aid students in focusing on a career path and beginning the job search process including resume and cover letter preparation. To assist students and alumni in implementing a successful job search and identifying potential employers, the Information Specialist in the Career Planning and Placement Resource Center researches and maintains the Center's collection of career planning, job search, and employer materials.

Employment Opportunities

The Career Planning and Placement Office conducts an energetic program to increase and broaden employment opportunities available to current students and graduates. Law firms, government agencies, business concerns and public interest organizations are invited to utilize the services of the Office, be it to conduct on-campus interviewing, participate in a resume referral program or announce employment vacancies.

In addition to the Law School's journals and Moot Court activities, there are a number of other student organizations that help focus student interests, develop skills, provide experience that interests potential employees, or serve as forums for expression of student concern.

Asian American Law Students Association
Black and Latino Law Students Association
Criminal Law Society
Environmental Law Society
International Law Society
Legal Association for Women
Lesbian and Gay Law Students Association
National Lawyers Guild
New York Law School Media Law Project
Phi Alpha Delta
Phi Delta Phi
Student Bar Association
Student Newspaper: *The Reporter*



The Law School's Special Campus

The Law School's Special Campus

When in 1891 adherents of Professor Theodore Dwight established New York Law School, they chose a part of the City that would provide special ambience and opportunities for the study of law. It was Downtown Manhattan.



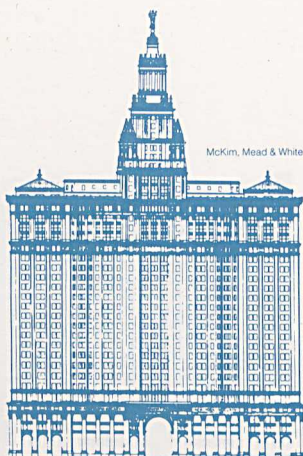
Early N.Y. Stock Exchange, c. 1915.

From colonial days to the present this area has maintained a special dual character as a unique center of business and government. It's early economic and political influence as the colonial center of import trade made it a logical choice as the first capital of the United States under the new Constitution. And the city's strength in trade gave rise to the financial institutions needed to fuel the new nation's economy.



The Bank of New York.

Today, in and around the one-third mile long canyon of office buildings on Wall Street is the most powerful concentration of financial institutions in the world. Nearby is the greatest



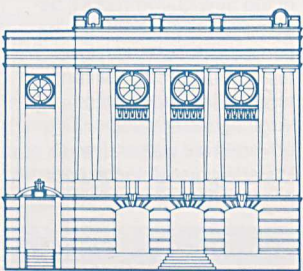
Municipal Building, 1914.

concentration of federal, state, and local courthouses and government offices of all levels to be found anywhere in the country.

All of New York provides special learning, earning and extra-curricular opportunities for the Law School's students. But Downtown Manhattan – with its roots deep in the ongoing development of business and government in America is New York Law School's special campus.

The Growth of Economic and Political Influence

In 1625, the Dutch were the first Europeans to settle Manhattan, and they gave the city its first municipal government in 1653.



Chamber of Commerce, N.Y.S., 1901.

But ten years later they were forced to surrender the city to England. The ascendancy of British rule in New York had profound implications for the development of law in America because the long tradition of English common law became the foundation of American jurisprudence.

With its origins in the early Dutch settlement, New York was older than the first settlements in Boston, Philadelphia, Baltimore, and Charleston, the

other major colonial cities, and with its fine harbor, the city prospered until eventually two-thirds of all American imports were landed in New York. Its economic importance and the sophistication of its business and civic centers made the city a national setting for several critical struggles with the British Crown.

The British placed such importance on the area that they concentrated their warships



Dutch purchase of Manhattan Island.

and troops in the harbor during the summer of 1776 and occupied the city throughout the Revolutionary War. After the war New York rebounded quickly and once again became a thriving seaport and eventually the seat of the Continental Congress that began to shape the new nation's government in 1784.

Shaping a Nation Governed by Laws

At the corner of Wall and Nassau streets stands Federal Hall Museum, commemorating



Washington in front of Federal Hall.

the historic events that took place on this site in the 18th century. There, in New York's City Hall, newspaper publisher John Peter Zenger was tried for "seditious libel" against the royal governor. Zenger was acquitted in 1735 because the jury was persuaded that the criticism contained in his articles was true – a great step toward freedom of the press in America.

New York took another stride toward freedom in 1765 when it became the first colony to petition George III for repeal of the Stamp Act Tax. New Yorkers rallied 27 delegates from nine colonies to a protest meeting



South Street Seaport Museum and Center.



City Hall.

in City Hall, called the "Stamp Act Congress." Mass protests were held on the Commons – the current City Hall Park – and British goods were boycotted. The tax stamps were never sold in New York, and the Act was repealed.

By 1784, City Hall had been renovated and renamed Federal



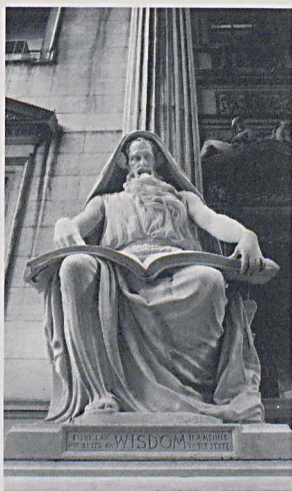
City Hall Park.

Hall, and became home of the Continental Congress. Several actions occurred there which shaped the future of government and law in America.

- Congress passed the Northwest Ordinance of 1787 which organized the region northwest of the Ohio

River; provided its inhabitants the same civil rights held by the citizens of the 13 states, guaranteed religious freedom, and prohibited slavery in the Territory.

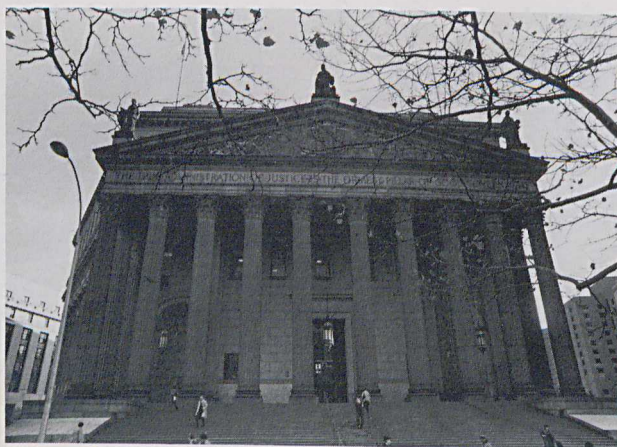
- James Madison proposed a number of constitutional amendments that were designed to guarantee personal liberties; ten of these became the Bill of Rights.
- George Washington was inaugurated as the first president; the executive branch,



N.Y.S. Supreme Ct., Appellate Division.

as the second of the three arms of the national government began to function in March of 1798.

- Congress enacted and the President approved the Judiciary Act of 1789, estab-



N.Y. County Courthouse.



Hall of Records/orig. Surrogate's Court.

lishing the nation's federal court system.

On February 2, 1790, a few blocks away from Federal Hall, at Water and Broad Streets, the third branch of government began to function when the United States Supreme Court conducted its first session.

The National Government Moves, But Still Depends on the New York Market

Before the end of 1790, the large debt incurred by the colonies in fighting the Revolutionary War would affect the city's dual status as center of government and commerce. In return for Southern support of the new government's assumption of the debt, the nation's capitol was to move to a more central location, in territory formerly part of Virginia and Maryland. The government was shifted to Philadelphia while the appropriate buildings were con-

structed in the new District of Columbia.

New York, however, was to play a key role in the government's plan to fund the new national debt through an \$80 million



U.S. Courthouse.

bond issue. New York was considered to be the prime market for governmental securities because its thriving trade guaranteed the availability of private funds. This new national bond market, coupled with increasing trading activity in ownership shares, or "stock," in corporations, caused the brokerage business in the city to flourish. In 1792 the forerunner of the New York Stock Exchange was organized informally by two dozen stockbrokers and merchants.

New York had lost its role as the nation's capital, but the foundation was laid for the city to be-

come the greatest trading and financial center of the world.

The 19th Century: Coming of Age

The revival of trade with Great Britain after the War of 1812 sparked many new business ventures and attracted entrepreneurs from around the country who came to New York to make their fortunes. Wall

issues were framed and refined in the federal district court in New York City. That court, as the United States District Court for the Southern District of New York, located today just a few blocks east of the Law School, is perhaps the most prominent federal district court in the nation, just as the United States Court of Appeals for the Second Circuit, sited in the same



Today's N.Y. Stock Exchange.

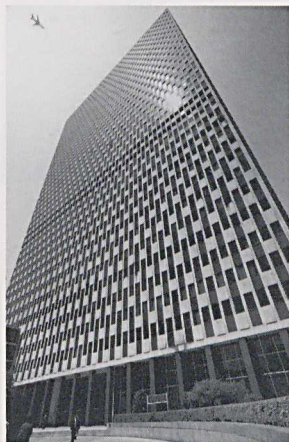
Street was becoming the symbol of financial power in the nation; by 1817 the stock market was strong enough to support formal organization of the New York Stock Exchange Board.

As a center of commercial and financial activity, New York often was – and continues to be – a prime testing ground for the evolution of American law. Perhaps no case had a greater impact upon the economic and political growth of America than the famous “Steamboat Case.” In 1808, the New York State Legislature granted Robert Fulton and Robert Livingston a monopoly over steamboat navigation on the Hudson River. The litigation attacking that franchise presented nearly all the critical constitutional issues between the states and the national government which ultimately were resolved through the Civil War and the constitutional amendments enacted in its aftermath.

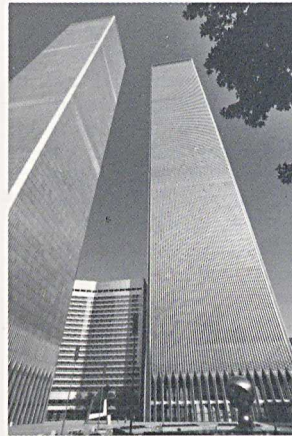
The United States Supreme Court ultimately ruled in favor of free commerce on the nation's waterways, but the legal

complex, is one of the two most prestigious federal intermediate appellate courts. The location of these courts in New York City means that they decide many of the nation's most complex and important cases involving issues of international, corporate, and criminal law.

America has a vast heritage to which many people and cultures have contributed, and the 19th century saw a heroic struggle to forge one nation



Jacob Javits Federal Building.

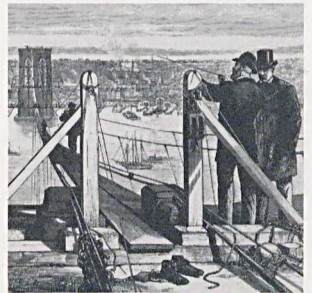


World Trade Center.

from these diverse elements. A hallmark of the era was an almost mystical faith in new technology, entrepreneurial daring, and the strength of the human spirit. Nowhere were these forces more manifest than in the grand design and the valiant 14 year effort to build the Great Bridge – the Brooklyn Bridge – over New York's East River. Nothing on such a scale had ever been attempted. The

19th century America. Across the harbor, rose another colossus – inspired by the very soul of America – the Statue of Liberty, a gift of the people of France who were stirred by our accomplishments in democratic government. Liberty came to symbolize the promise of a new life for the millions of immigrants who streamed to this country contributing in successive waves to the country's dynamic heritage.

In 1891, New York Law School was established in the heart of downtown Manhattan's burgeoning concentration of law firms, and business, finan-



The Brooklyn Bridge, completed 1883.

bridge towers dwarfed the city's skyline. It was the longest steel suspension bridge of the time and one of the most important architectural and engineering feats of the 19th century. It also united the separate cities of Brooklyn and New York, forming the nucleus of what would become a city of five boroughs, renowned throughout the world.

The Brooklyn Bridge fused the muscle, mind, and heart of late

cial, and judicial institutions. The founders felt strongly that legal education would thrive in this special environment, which provided opportunities for students to observe readily the principles and practice of the law at work.

Dwight, a leading figure in American legal education, had established the Law School at Columbia University and was its first dean. But his relationship with Columbia became



New York Law School.

unsettled – first, over moving the law school away from the courts and law offices of lower Manhattan, then by a controversy over teaching methods. Dwight and several of his faculty colleagues left Columbia to found New York Law School. They believed in enhancing an already strong faculty by appointing distinguished part-time lecturers, such as Princeton professor Woodrow Wilson and Charles Evans Hughes, who went on to be governor of New York and Chief Justice of the U. S. Supreme Court. The first President of the Law School's Board was John Bigelow, a close associate of Abraham Lincoln, minister to France during the Civil War, and a leading New York citizen.

Early graduates of the Law School became founders or name partners of some of New York's most important law firms. Later distinguished graduates included John M. Harlan, Associate Justice of the U.S. Supreme Court, Robert F. Wagner, Sr., U.S. Senator, Chester Carlson, inventor of Xerox, and many others.

New York Today: National and International Hub

New York is the youngest of the world's great cities, having traveled exceedingly far in a few hundred years. Its population has a total buying power of more than \$150 billion annually. The New York Stock Exchange

each year handles sales of more than 12 billion shares annually with a market value of \$400 billion. Nearly 300 commercial and savings banks have combined assets of over \$300 billion. Nineteen banking corporations – including six of the country's ten largest – have their headquarters in New York. About 2500 corporate headquarters are in New York, more than twice that of any other American city.

As an international center, New York plays host to 210 branches of foreign banks and the offices for 25,000 foreign companies. The United Nations is located here and all members operate



The United Nations Headquarters.

consulates, providing the city with the largest and most politically diverse diplomatic corps in the world. In addition there are cultural, scientific, educational, trade, and human rights organizations from all over the globe.



The Assoc. of the Bar of the City of N.Y.

All the major commercial television and radio networks are headquartered in New York as are the top ten advertising agencies and the "big eight" public accounting firms. There



are over 100 hospitals and five of the nation's leading medical research centers.

The hub of New York's thriving legal community is the downtown area close to the Law School; more than 250 law firms, including 34 of the largest and most prestigious national firms, are located within walking distance. The city's commercial and governmental diversity, and its constant involvement with contemporary issues, make it a center for many different spheres of law.



N.Y. County Lawyers' Association.

Some of New York's most important law libraries and professional associations make their resources available to students. For example, within the Law School's "special campus" are the New York Law Institute, with a library containing all records and briefs of cases heard in New York City,

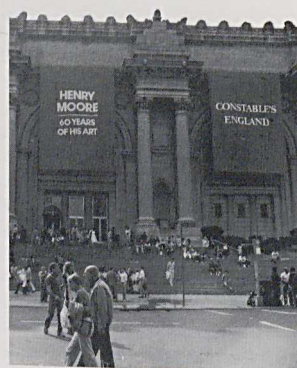
and the New York County Lawyers' Association. Further uptown are the Association of the Bar of the City of New York, with its excellent library, and of course the resources of the United Nations.

A vast legal services support industry in Manhattan, much of it concentrated in the downtown area, accounts for 3,075 establishments and about 40,000 employees. The more than \$2 billion in total annual receipts make it the City's third largest service industry after business services, entertainment and recreation.



Lincoln Center for the Performing Arts.

The city is the country's theater, dance, music and art capital, and in recent years has seen a renaissance of film-making, which had its origins in the New York area. Performing arts

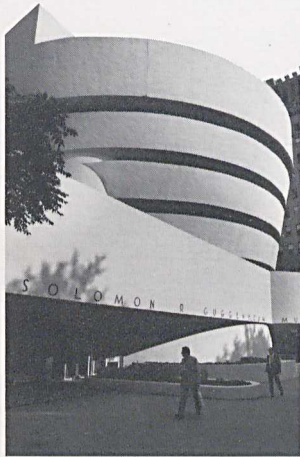


The Metropolitan Museum of Art.

audiences may choose from among the superb opera, drama, dance and concert offerings at Lincoln Center, Carnegie Hall and outstanding recital halls; the dramatic and musical presentations at large

Broadway theaters or more intimate off-Broadway houses, and innovative off-off-Broadway music and drama in "pocket-sized" theatres, lofts and even churches.

New York has 65 museums, the best known being the Metropolitan Museum of Art, the Guggenheim, the Whitney Museum of American Art, the American Museum of Natural History, and the Museum of Modern Art. Just a few blocks southeast of the Law School is the recently restored South Street Seaport, a living museum commemorating New



Guggenheim Museum.



View of Central Park.

York's great maritime heritage with a mix of museums, markets, shops, and both new and venerable, century-old restaurants.

Sports and recreation also are an essential part of the New York experience. The city is



N.Y.C. Marathon.

represented in every major professional league. Names of sports arenas like Madison Square Garden, Yankee Stadium, and Shea Stadium are known throughout the country. Within a few years, the

New York City Marathon has become an international event.

Central Park, that egalitarian 840-acre green space that serves as the City's main playground, offers opportunities for biking, running, tennis, soccer, volley ball, picnicking, and listening to the New York Philharmonic or Metropolitan Opera under the stars.

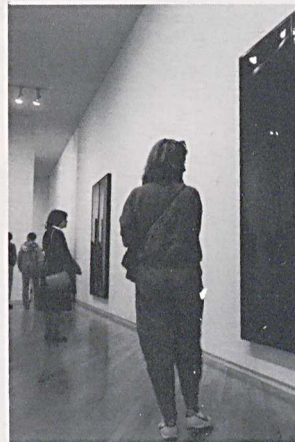
Good in Small Slices, Too

For all its size, New York is by no means monolithic. Each slice of life has its own particular flavor. One of the favorite recreations of New Yorkers is to explore the many neighborhoods which have survived as separate entities within the city. Many lie close to the Law School.

A few blocks south is SoHo, a symbol of the city's avant garde culture. The name means "South of Houston Street," pronounced *Howston*, although no one seems to know why. SoHo was one of the first and undoubtedly the most successful reclamations of commercial

buildings by urban homesteaders. Most of the pioneers were artists who needed the large space offered by industrial buildings in order to work with the increasingly larger media of modern art. The artists were followed by galleries, boutiques, and restaurants. The artists were joined by many professional people, creating a unique urban community.

West of the Law School is an area called TriBeCa, meaning the "Triangle Below Canal Street." It is the latest example of how urban dwellers have created interesting living and working spaces. The area was first developed by artists, but

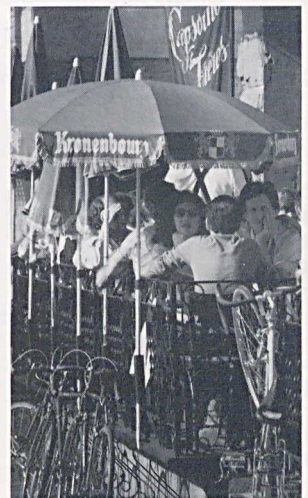


SoHo Galleries.

now many residents are members of that growing breed of independent professionals whom futurist Alvin Toffler has described as working with tele-



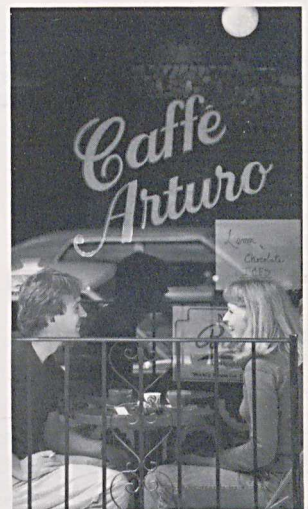
Chinatown.



TriBeCa.

phone, telex, and computer from their "electronic cottages."

To the east of the Law School, close to the main cluster of courts in Lower Manhattan, are two of the nation's oldest ethnic communities, - Chinatown and Little Italy. Both are vibrant communities, their streets filled with fascinating markets, shops, and restaurants.



Little Italy.

More than 350 years after New York was born in Downtown Manhattan, its vital blend of government, law, and commerce and the people who make the city great is as strong as ever. New York - past, present, future - is New York Law School's special campus.

NYLS Special Campus: Downtown Manhattan

World Trade Center

More than 600 businesses and trade organizations: U.S. Custom House, U.S. Treasury Department; New York State Court of Claims; and State offices of Banking, Environmental Conservation, Human Rights, Labor, Law, Probation, Social Services, Taxation and Finance, and Special State Prosecutor.

New York State Chamber of Commerce

South Street Seaport Museum
Symbol of New York's maritime history, currently being restored: ships, galleries, hotels, shops.

The Former U.S. Customs House and Bowling Green Park

On the site of 350 years of history: the first European settlement, by the Dutch in 1624; American patriots dismantling an equestrian statue of George III and melting it down for bullets in 1776; the surviving iron fence, built in 1771, still surrounding the first public park in New York City.

Battery Park

A century of volatile history, now a place to relax: Castle Clinton, a fortress during the War of 1812, converted into a famous entertainment center, eventually a processing center for the first flood of immigrants, now a museum. Views and access by ferry to the Statue of Liberty and the former great immigration hall on Ellis Island.

SoHo

South of Houston Street, formerly small manufacturing district, converted to loft living spaces, shops, famous restaurants, galleries that are the center for the art world.

TriBeCa

Triangle-Below-Canal Street, most recent example of urban homesteaders converting industrial area for residential and recreation use.

U.S. Court House

Federal District Court, Court of Appeals, Bankruptcy Court.

New York County Courthouse

New York State Supreme Court.

U.S. Court of International Trade

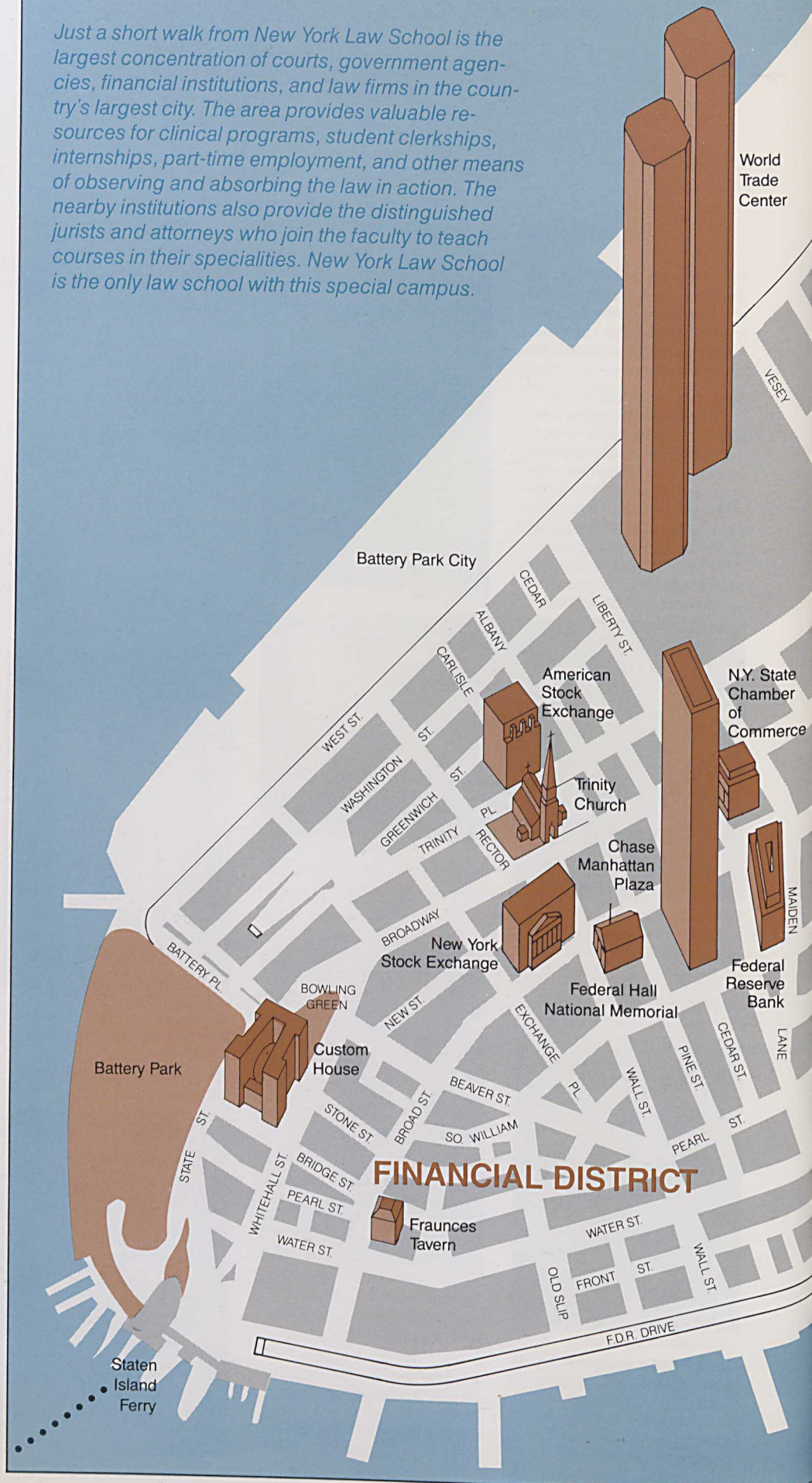
Surrogate's Court/Municipal Hall of Records

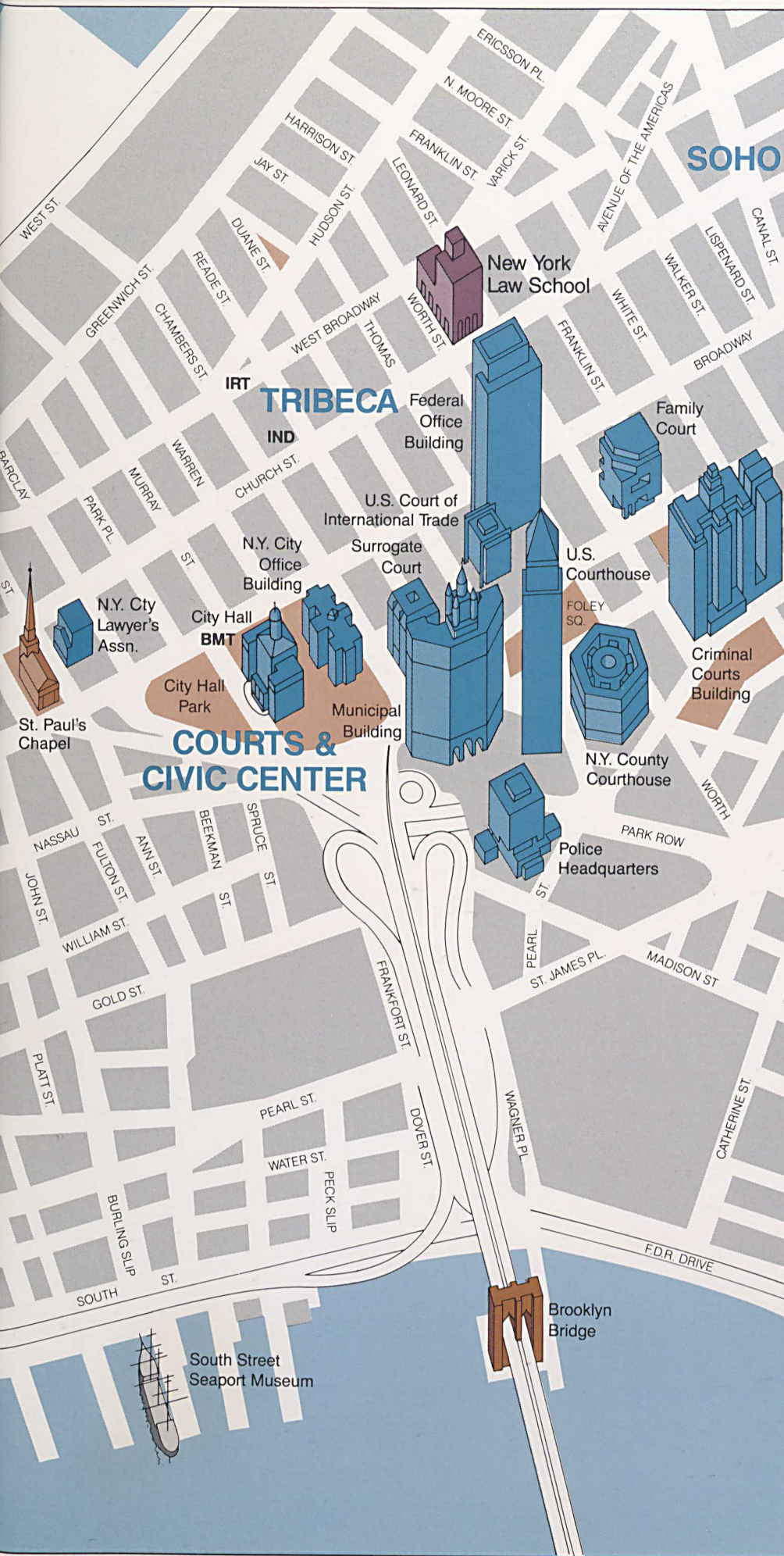
Family Court Building

Criminal Courts Building

New York City Courthouse, now Municipal Office Building.

Just a short walk from New York Law School is the largest concentration of courts, government agencies, financial institutions, and law firms in the country's largest city. The area provides valuable resources for clinical programs, student clerkships, internships, part-time employment, and other means of observing and absorbing the law in action. The nearby institutions also provide the distinguished jurists and attorneys who join the faculty to teach courses in their specialties. New York Law School is the only law school with this special campus.





U.S. Federal Building
Commerce Department, Federal Mediation and Conciliation Service, Small Business Administration.

Commission on Civil Rights, Equal Employment Opportunity Commission, Justice Department, Office of Immigration Information, Commission on Civil Rights.

Federal Trade Commission, Interstate Commerce Commission, Securities and Exchange Commission, Federal Maritime Commission.

Federal Labor Relations Authority, Labor Department, National Labor Relation Board.

Energy Department, Environmental Protection Agency, Department of Health and Human Services, Department of Housing and Urban Development, Transportation Department.

General Services Administration, Government Printing Office and Bookstore.

(Nearby are the Federal Communications Commission, Internal Revenue Service, Treasury Department, State Department and Legal Services Corp. Further uptown are the Labor Department and International Communications Agency.)

Municipal Building

City agencies such as the Finance Department, General Services and Tax Commission.

City Hall

Offices of the Mayor, City Council and Board of Estimate. City agencies in various locations nearby.

Wall St. Area

World center of finance, banking and law; New York and American Stock Exchanges; Federal Reserve Bank; private and foreign banks; and 265 law firms, including 34 of the largest in the nation.

New York County Lawyer's Association

New York Law Institute (120 Broadway)

First Seat of National Government

Federal Hall National Memorial, a museum built on a site rich in the history of the development of law and government in the United States: John Peter Zenger freedom of the press trial; Stamp Act Congress; Second Continental Congress; George Washington's Inauguration; passage of the Bill of Rights.

First Meeting of the Supreme Court

On a site at Water and Broad Streets, in 1790.

It is the policy of the New York Law School not to discriminate in its educational program admissions policies, financial aid programs, employment practices and other school-sponsored activities because of race, color, religion, sex, sexual orientation, marital or parental status, national or ethnic origin, age or handicap. The placement facilities of the School are available only to employers whose practices are consistent with this policy.

Inquiries regarding compliance with Title IX of the 1972 Education Amendments, relative to non-discrimination on the basis of sex, or any other aspect of the School's equal opportunities policy, may be directed to Assistant Dean Joan Fishman, Title IX Coordinator, at the Law School or to the Assistant Secretary of the Office for Civil Rights, United States Department of Education, (Washington, D.C.).